

Learn Fine Points of Baking



A kitchen with the last word in baking equipment has been installed at the Washburn Extension school in Chicago. The students furnish the money with which to buy the ingredients and are given the food after they have been taught how to prepare and cook it.

Reviews School Gains in 25 Years

Specialist Cites Advances in Vocational and Scientific Fields.

Washington.—James F. Abel, assistant specialist in foreign education systems of the United States bureau of education, in reviewing the advances made on education in the last quarter of a century, calls attention to the changes brought about by the war resulting in new countries and marked changes in others. He says some of the new constitutions contain virtual educational bills of rights. It is declared that reforms affecting entire systems of schools were attempted and carried out with more or less success by several of the large nations. The scope of education was almost doubled in breadth by the further inclusion of scientific and vocational training, a training for citizenship and services and its adoption by a number of countries as a matter of national promotion and support. Better care for the physical welfare of mankind through teaching children essential health habits, arranging games and athletics for all rather than a few, erecting finer school buildings to furnish good and pure air and insisting on medical inspection as a directive more than a defensive activity had their practical beginnings.

It is pointed out that on the continent of Europe alone twelve nations adopted new constitutions in the four-and-one-half year period between July, 1918, and December, 1922. "Nine of these were new nations whose people had long been subjected to a kind of denationalization through having their racial customs and traditions ignored," says Mr. Abel, "their religion suppressed and their native tongues more or less outlawed."

Gains in Colonies.
"They wrote into their constitutions a recognition of the right of national minorities to education in the mother tongue and to the development of their own racial literature and culture. Other clauses in another of the new constitutions amount to a veritable educational bill of rights. A uniform school system for all children, with special privileges for no social class, variations being permitted only for different vocational and local interests, is the common ideal."

"Colonial policies in education and their results have stood out in bold relief in this first quarter of the Twentieth century. As a part of the responsibilities which they assumed in consequence of the Spanish-American war, the United States set about the education of their new citizenry and rapidly developed in the Philippines and Porto Rico systems similar in plan to those in the continental states. In the Philippines they undertook to provide some 12,000,000 of people with a common language and through it a training that would mold those peo-

ple into a self-reliant, self-dependent body. Philippine schools from kindergarten to university grade now enroll more than one and one-quarter millions of students and are maintained at a yearly cost of more than 23,000,000 pesos.

"In Porto Rico the government of the United States found a population at least 80 per cent illiterate, no public school buildings, elementary education provided for less than one-fifth of the school children and no instruction on the island in advanced grades or of quality sufficient to prepare a student for admission to a good college. Out of that situation a complete educational system has been wrought, reaching approximately one-fourth of a million students and costing annually about \$4,000,000. Vastly more has been accomplished in 25 years in these two insular areas than was brought about in several centuries under a government neglectful of the place of education in wise colonial policies.

"Directors of education follow closely or accompany the governors general sent out to the colonies by the government of the British empire. Autonomous universities have grown apace in numbers and wealth throughout most of its dominions in recent years. Cambridge and Oxford local examinations are held in many of the colonies as a way of opening to colonial attendance at British universities."

New Organizations Start.
"Engaging in and bringing to an end great military conflicts necessarily cre-

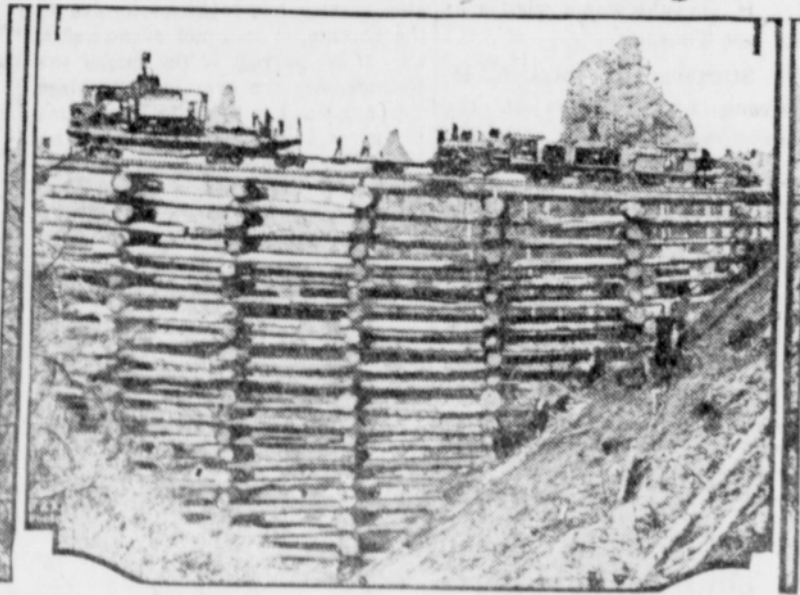
ated new international contacts. These carried over into education and gave added impetus and force to generous policies such as were initiated by Cecil Rhodes. Considerably more than a hundred private organizations sprang up, most of them in the past decade, and they are carrying out their purposes in the promotion of one or another phase of education in international relationships. Several of these were world associations claiming no less than all nations and all peoples as their field for further mutual understanding of and progress in education. International exchange of students, teachers and research workers in the spirit that science and learning know no political boundaries was established and is growing rapidly.

"The educational revival in Mexico was concerned with improving existing schools and establishing new ones, encouraging industrial and technical education, providing more libraries and books, gathering and conserving the historic and artistic material of the country, aiding poor children and reducing illiteracy. The ministry of public instruction was recreated and reorganized and budgets far in excess of those for previous years were proposed and expended.

"The program of federal participation in and partial direction of vocational education begun in the United States in 1918 now affects some 6,000 schools and more than half a million young people and involves an annual expenditure of approximately \$20,000,000.

"The United States began the century with approximately 720,000 pupils in 8,000 public and private secondary schools. For years new schools were opened at a rate equal to at least one each calendar day. More than 16,500 of them now enroll 3,250,000 students and are training 23 per 1,000 of population in secondary subjects as against 9.5 in 1900."

Railway Bridge Built of Logs



A huge log bridge has just been completed in Oregon by a lumber company to span a canyon between the mill and the logging camp. The bridge is 400 feet long and 110 feet high. After the available timber has been sawed off, which will be in about three years, the railroad will be useless and they intend to tear it down and saw the logs into lumber. The bridge contains 375 logs, 30 to 110 feet long.

MYSTERY OF SLEEP SOLVED IN PART BY PSYCHIATRIST

Special Electrodes and Galvanometer Enable Doctor Richter to Test Depth of Unconsciousness.

Baltimore, Md.—A definite step in unraveling the mystery of sleep, which has baffled scientists from earliest times, has been made by Dr. Curt P. Richter of the Henry Phipps Psychiatric clinic of Johns Hopkins university. With a string galvanometer and specially constructed electrodes he has been able to tell how soundly a person is sleeping without awakening him.

His experiments not only have shown that sleep is of two distinctly different kinds, but that there is a great difference between real sleep and conditions in which certain types of mentally ill people appear to be asleep.

His discoveries are reported in a paper entitled "The Significance of

Changes in the Electrical Resistance of the Body During Sleep," which appears in the proceedings of the National Academy of Sciences.

His research showed that the resistance to an imperceptible electrical current sent from hand to hand during sleep was localized almost entirely in the skin. This resistance increased in one instance from 50,000 ohms when the subject was awake to 500,000 ohms when asleep.

The current was applied by two electrodes of zinc covered with a thick kaolin paste mixed with saturated zinc sulphate solution. These were attached to the hands and connected to the string galvanometer, designed to measure the smallest currents.

The experiments showed that the intensity of the resistance varied directly with the intensity of sleep. It was discovered, however, that when

sleep was not sound the resistance of the skin on the backs of the hands usually decreased. In these cases the subject was not refreshed by sleep.

In the case of patients suffering from catatonic stupors, which so closely resemble sleep that it is impossible to tell by looking at the patient that he is not asleep, a very different condition was found. In these cases it was discovered that the palm-to-palm resistance of the hand was less than normal, indicating an intense consciousness; while the resistance from back to back of the hand was very high, indicating complete muscular relaxation and lack of control.

From these studies it is hoped that new light will be thrown upon nervous conditions, not only of mentally ill patients but of relatively normal people suffering from nervous strain.

Well Named

Hazard, Ky.—Alex Gayheart of Troublesome creek found trouble in court when he was fined \$10 under the antigossiping statute.

The TALE of KIDDIE KATYDD

By Arthur Scott Bailey



A NOISY CROWD

WHEN the night of the races and other sports finally came, when Katydd, Mr. Frog, Benjamin Bat, and others had planned to meet, a great crowd began to gather about Farmer Green's place soon after dark. Although Benjamin Bat had told people that the fun wasn't going to begin until almost morning, they were all so excited that they couldn't wait for the night to pass.

They lingered around the dooryard and talked so loudly that they actually disturbed the household. Farmer



Benjamin Was Very Short-Tempered.

"What's the Matter," He Sneered.

Green was even tempted to get up and shut his window, he found it so hard to go to sleep.

The noisiest of all the gathering was Mr. Frog, the tailor, who lived over by the creek.

He had a great deal to say about everything; and it soon became plain to everyone that he was trying to manage the whole affair.

Mr. Frog objected to every arrangement that Benjamin Bat had made. When he learned that he was expected to enter a jumping contest with Kiddie Katydd he explained that he and Kiddie were such good

friends that he hated the thought of trying to beat Kiddie at jumping. "Kiddie might feel bad," said Mr. Frog. "People might laugh at him because I won."

"Don't you worry about me!" Kiddie Katydd called out.

"Where are you?" asked Mr. Frog, looking all around. "I can hear you, but I can't see you."

But Kiddie Katydd refused to show himself.

He preferred, for the time being, to remain safely hidden among the leaves, where he could listen to what people said—and talk to them when he wanted to.

"Wouldn't you prefer some other sort of contest?" Mr. Frog then asked him. "Now, there's swimming! We could swim in the watering-trough, or the duck pond. And if I beat you, you could stick your head under water, so you wouldn't hear what people said. Don't you think that's a good idea?"

"Goodness, no!" cried Kiddie. "I'd drown myself in no time."

"Dear me!" said Mr. Frog. "I never thought of that."

And then everybody laughed so loudly at him that he hurried off to the watering trough to dive under water, and stay there until he was sure that his remarks had been forgotten.

Meanwhile Benjamin Bat was worrying. He couldn't find anybody who was willing to try the sport of hanging head downward by his heels. He asked Kiddie Katydd, and Kiddie declined flatly to do any such thing.

Now, since Benjamin had not yet dined, he was very short-tempered. And he grew angry at once.

"What's the matter?" he sneered. "Don't you know how to do any easy trick like that? If I could see you—" he declared, peering among the maple leaves—"if I could see you I'd show you how it feels to hang beneath a limb."

Kiddie Katydd said no word in reply. He knew well enough what Benjamin Bat meant. Benjamin wanted to eat him! And he wished that Benjamin would go away and get a good meal somewhere before he came back again.

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ABBREVIATED STORY

TORPEDO GINDLE

IN THE office of the Gindle whistle factory, Torpedo Gindle gave audience to the representatives of his employees.

"You ask for a 22-hour week and a 60 per cent increase of wages, with time and a half for work on Sundays, holidays, Tuesdays, Thursdays and Fridays. In the past three months I have raised the men's wages 433 per cent, thereby reducing my own profits from 900 per cent to a miserable 600 per cent, barely sufficient to feed my eight motor cars. Therefore I have a proposal to make: Rather than go on living from hand to mouth, I will make a gift of the factory to my employees, who will all be promoted to the rank of owners and managers, while I, my brother Submarine Gindle, and my uncle, Periscope Gindle, will serve as salaried workmen."

"Mr. Gindle, you are a just man," said the spokesman for the employees in a voice choked with emotion.

"Very well, the new order of things will go into effect tomorrow morning," said Gindle crisply.

At noon the next day the three Gindles, the only workmen, went on strike for a three months' vacation. The former employees, being now all owners and managers, naturally refused to lower their dignity by actually working and the factory went to the dogs and at the present writing the whole lot, including the three Gindles, are in the poorhouse.

(© by George Matthew Adams)

THE WHY of SUPERSTITIONS

By H. IRVING KING

CROSSING THE LINE

EVERYBODY has heard of—many have seen—the ceremonies with which sailors mark the crossing of the equator—the visit of Neptune to the ship and the ensuing "highlinks" which initiates the neophyte who sails for the first time below the "line." Formerly these ceremonies were seldom omitted; now they appear to be falling into desuetude. Still, if we could be given the power of sweeping the seas with a glance on this very day we should see many a ship slipping into the southern hemisphere on whose docks Neptune is holding his court and sentencing those who have never crossed the line before to the pains and penalties of duckings, rude shaving, etc., escaped only by the payment of a fine to be expended for the jollification of the crew.

The ceremony is a sailors' frolic now, Neptune the boatswain wearing whiskers of oakum; but it has come to its present state from a great antiquity and real sailors of the old school still feel that it is not good to cross the line without some notice being taken of the event.

The modern ceremonies are a survival of the ancient custom of early seafaring folk to sacrifice to their gods when entering unknown waters—especially to the sea-god, Poseidon as the Greeks knew him, Neptune as he was called by the Latins.

In ancient times ships did not sail below the equator and by the time they began to do so Christianity had replaced heathenism. But the old idea had lingered among seafaring folk, exhibiting itself in various forms, and when, toward the close of the Middle Ages, ships began to sail into the strange waters south of the equator the sacrifice to Neptune was revived—or sprang up as a custom—practically in the form it is in today. All idea of reviving a heathen custom was denied but it was a clear case of statism and underneath the ceremony of crossing the line still lurks the ancient superstition.

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Great Financial Center

Lombard street is a street in London, famous for many centuries as the financial center of Great Britain. It derives its name from the Lombard money lenders of Genoa and Florence, who, in the Fourteenth and Fifteenth centuries, took the place of the persecuted Jews of "Old Jerry." One authority says the money lenders "were sent by Pope Gregory IX for the purpose of advancing money to those who were unable to pay the taxes so vigorously demanded throughout the country in 1220."—Kansas City Star.



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Jacqueline Logan



Pretty Jacqueline Logan, the "movie" star, was born in Corsicana, Texas. She first tried newspaper work, but later went on the stage. She was induced to go into motion pictures and her beauty and intelligence won her success. She has been called the "typical American girl." Miss Logan has auburn hair and deep blue eyes.

WHO SAID

"Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life."

IT IS a peculiar thing that the man who uttered this plea for breadth of vision and generosity in treating differing opinions, should have been one of the best and noblest emperors of ancient Rome and at the same time one of the most insistent and harsh persecutors of the Christians. His persecution is all the harder to understand when we consider that this man, Marcus Aurelius, left a collection of his meditations which are in striking harmony with the religion of Jesus Christ.

Marcus Aurelius was the adopted son and son-in-law and successor to the Roman emperor, Antonius Pius. He ascended to the throne of Rome in the year 161, and until the year 169 reigned jointly with his adopted brother Lucius Verus. In that year the latter died and Marcus Aurelius became the sole ruler of Rome.

Few men were better emperors of Rome than Marcus Aurelius, but he had his enemies and the tribes to the north of Rome were particularly troublesome during his reign. A legend is told concerning his campaign against these northern tribes which, it would seem, should have been sufficient to turn the emperor from his persecution of the Christians.

The story runs that on a certain day the Roman army was caught in a narrow defile, unable to advance because of the enemy, and unable to retreat. There was no water to be had and the soldiers were fainting of exhaustion. At this moment a band of Christians who belonged to the legion came forward and prayed for rain. Not only did the water pour down in torrents, but a terrific hailstorm set in which thoroughly demoralized the enemy and brought victory to the Romans. There is no record, however, of the emperor ceasing his persecutions.

Marcus Aurelius died in what is now the city of Vienna, Austria, in the year 180, while on a campaign. —Wayne D. McMurray. (© by George Matthew Adams.)

WHEN I WAS TWENTY ONE

BY JOSEPH KAYE

At 21: Supreme Court Justice Van Devanter Was a Librarian.

"AT THE age of twenty-one my position in life was that of a student in law and, as a side effort, I held the post of assistant librarian in the law library. As to my ambition at that time it was to secure a good foundation for becoming a useful lawyer.—Willis Van Devanter."

TODAY.—Mr. Van Devanter is associate justice of the United States Supreme court, the inner shrine of the law, entrance to which is the highest award the country can bestow in recognition of supreme talent in jurisprudence.

The justice is sixty-seven years old. At the age of twenty-two he had already received his degree of LL. B. and began to practice law in Marion, Ind. When only twenty-seven he was appointed a commissioner to revise the Statutes of Wyoming and at thirty he became chief justice of the Supreme court of that state. To be a chief justice at this comparatively youthful age is a record achieved by very few jurists in the world.

Justice Van Devanter's progress continued in the order in which it had started; he became in turn assistant United States attorney, United States circuit judge and then associate justice of the Supreme court. (© by McClure Newspaper Syndicate.)